

## Pomaria/Garmany Elementary

7288 US Hwy. 176  
Pomaria, SC 29126

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School |              |
| <b>Enrollment</b>     | 381 Students          |              |
| <b>Principal</b>      | Beth Brooks           | 803-321-2651 |
| <b>Superintendent</b> | Mr. Bennie Bennett    | 803-321-2600 |
| <b>Board Chair</b>    | Mr. Don Saylor        | 803-276-9765 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year        | Absolute Rating | Growth Rating |
|-------------|-----------------|---------------|
| <b>2008</b> | <b>Average</b>  | <b>Good*</b>  |
| 2007        | Average         | Below Average |
| 2006        | Average         | Below Average |
| 2005        | Good            | Good          |
| 2004        | Good            | Below Average |

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

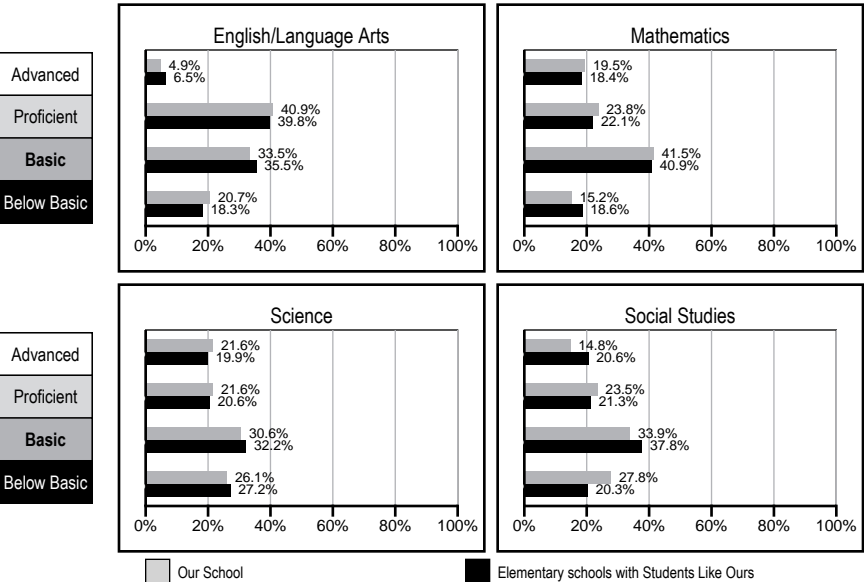
97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 15   | 60      | 5             | 1       |

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

|             |   |
|-------------|---|
| Advanced    | Exceeded expectations, Very high score, very well prepared to work at next grade level  |
| Proficient  | Met expectations, Well prepared to work at next grade level   |
| Basic       | Met standards, Minimally prepared, can go to next grade level   |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=381)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                           | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 2.1%       | Down from 6.4%        | 2.2%                                       | 2.3%                     |
| Attendance rate  | 96.4%      | Down from 96.5%       | 96.4%                                      | 96.3%                    |
| Eligible for gifted and talented   | 18.2%      | Up from 15.1%         | 12.3%                                      | 10.4%                    |
| With disabilities other than speech  | 6.1%       | Down from 6.3%        | 7.8%                                       | 7.5%                     |
| Older than usual for grade   | 0.3%       | Down from 0.6%        | 0.5%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.5%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=30)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 70.0%      | Up from 62.5%         | 56.0%                                      | 56.7%                    |
| Continuing contract teachers   | 80.0%      | Down from 87.5%       | 78.1%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 89.7%      | Up from 89.6%         | 88.0%                                      | 86.4%                    |
| Teacher attendance rate  | 94.4%      | Down from 95.6%       | 95.2%                                      | 94.9%                    |
| Average teacher salary   | \$44,736   | Up 7.4%               | \$45,236                                   | \$45,345                 |
| Professional development days/teacher                                      | 8.6 days   | Down from 12.4 days   | 12.0 days                                  | 12.6 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 2.0        | Up from 1.0           | 3.0  | 4.0                      |
| Student-teacher ratio in core subjects                                     | 19.3 to 1  | Up from 17.5 to 1     | 18.9 to 1                                  | 18.5 to 1                |
| Prime instructional time   | 90.5%      | Up from 89.4%         | 90.5%                                      | 89.8%                    |
| Opportunities in the arts  | Fair       | Down from Good        | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 65.5%      | Up from 64.6%         | 100.0%                                     | 100.0%                   |
| Character development program  | Good       | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil*   | \$6,828    | Up 14.4%              | \$6,445                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 74.6%      | Up from 74.3%         | 69.7%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 70.0%      | Up from 68.8%         | 65.2%                                      | 64.2%                    |

\* Prior year audited financial data are reported.

**Report of Principal and School Improvement Council**

Pomaria-Garmany Elementary School is located in the rural community of Pomaria in Newberry County. Our school serves a diverse population of 407 students, which includes pre-kindergarten through fifth grade. Fifty-five percent are Caucasian, twenty-one percent are African American, and twenty-two percent are Hispanic. Fifty-seven percent of our students qualify to participate in the free and reduced lunch program. Our school received Title I funding for the 2007-2008 school year.

Pomaria-Garmany is a SACS accredited institution, School of Promise, and Red Carpet School. Eight of our faculty members are National Board Certified teachers, and seven others began the application process during the 2007-2008 school year. The faculty participated in many professional development activities this year, including a Literacy Institute, IGPRO, and On Course Lesson Plans. We also participated in a book study focusing on making the transition easier for ELL (English Language Learners) students. First Steps continued to fund a summer program for ten kindergarten students to increase their readiness level for kindergarten. These awards and other activities demonstrate a hardworking and dedicated faculty and staff.

Students at Pomaria-Garmany Elementary made many accomplishments this year. Our pre-kindergarten program was continued through our Title I grant. On a school level, students were recognized at the end-of-year awards ceremony. Students were rewarded with trophies, pendants, and certificates. Parents and members of the community were invited to come out and support student achievement.

A fifth-grade student received a Citizenship Award and was recognized at the State House. There was also a school-wide winner of the Lieutenant Governor's Essay Award and a runner-up in the MESAS Science competition. Several students were recipients of the Duke TIP Talent Search Award. Two students were runners-ups in the S.C. Reel Contest. Weekly recognition for writing ability and character skills is a part of our news show. Students, under the guidance of our school media specialist, produce the daily morning news show. Third-grade students also serve as library helpers. They assist the media specialist in shelving books after school. The fourth-grade students maintain the PGE postal system and deliver mail to students, faculty, and staff. Fifth-grade students also are selected to serve as our morning STAR Patrol. STAR Patrol assist in school morning duties and model character skills for younger students. Students at Pomaria-Garmany experience learning outside the classroom through guest speakers and field trips.

Parents and community members actively support our school. Our PTO and School Improvement council are very active in making school decisions. The local community (parent volunteers, community members, churches, and civic organizations) is also very supportive in providing for the needs of our students. Pomaria-Garmany Elementary School is a learning partnership where parents, teachers, and community members work together to ensure that students are successful.

Beth S. Brooks, Principal  
Brent Connelly, School Improvement Chair

**Evaluations by Teachers, Students and Parents**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 30       | 58        | 38       |
| Percent satisfied with learning environment            | 96.6%    | 84.5%     | 86.5%    |
| Percent satisfied with social and physical environment | 93.3%    | 72.4%     | 78.9%    |
| Percent satisfied with school-home relations           | 96.7%    | 89.7%     | 80.6%    |

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

|                                 |    |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 14 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

|                           |  |
|---------------------------|--|
| School Improvement Status |  |
|---------------------------|--|

| School Improvement Key |   |
|------------------------|---|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.   |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.0%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.4%         | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.4%      | 94.0%           | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

## PACT Performance By Group

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

|              |     |     |      |      |      |     |      |      |      |     |     |
|--------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students | 178 | 100 | 20.7 | 33.5 | 40.9 | 4.9 | 54.9 | 38.5 | 48.2 | Yes | Yes |
|--------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|

## Gender

|      |    |     |      |    |    |     |      |      |      |     |     |
|------|----|-----|------|----|----|-----|------|------|------|-----|-----|
| Male | 95 | 100 | 21.6 | 33 | 42 | 3.4 | 54.5 | 30.2 | 41.7 | N/A | N/A |
|------|----|-----|------|----|----|-----|------|------|------|-----|-----|

|        |    |     |      |      |      |     |      |      |    |     |     |
|--------|----|-----|------|------|------|-----|------|------|----|-----|-----|
| Female | 83 | 100 | 19.7 | 34.2 | 39.5 | 6.6 | 55.3 | 47.6 | 55 | N/A | N/A |
|--------|----|-----|------|------|------|-----|------|------|----|-----|-----|

## Racial/Ethnic Group

|       |     |     |      |      |    |     |      |      |    |     |     |
|-------|-----|-----|------|------|----|-----|------|------|----|-----|-----|
| White | 101 | 100 | 11.2 | 28.6 | 52 | 8.2 | 68.4 | 53.3 | 60 | Yes | Yes |
|-------|-----|-----|------|------|----|-----|------|------|----|-----|-----|

|                  |    |     |      |    |      |   |      |      |      |     |     |
|------------------|----|-----|------|----|------|---|------|------|------|-----|-----|
| African American | 42 | 100 | 31.6 | 50 | 18.4 | 0 | 31.6 | 21.8 | 31.7 | I/S | Yes |
|------------------|----|-----|------|----|------|---|------|------|------|-----|-----|

|                        |     |     |     |     |     |     |     |     |      |     |     |
|------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 70.4 | I/S | I/S |
|------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|

|          |    |     |      |      |      |   |      |    |      |     |     |
|----------|----|-----|------|------|------|---|------|----|------|-----|-----|
| Hispanic | 35 | 100 | 39.3 | 28.6 | 32.1 | 0 | 39.3 | 32 | 38.4 | I/S | I/S |
|----------|----|-----|------|------|------|---|------|----|------|-----|-----|

|                         |     |     |     |     |     |     |     |     |    |     |     |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|

## Disability Status

|          |    |     |      |      |      |   |      |      |    |     |     |
|----------|----|-----|------|------|------|---|------|------|----|-----|-----|
| Disabled | 22 | 100 | 42.1 | 47.4 | 10.5 | 0 | 31.6 | 10.8 | 16 | I/S | I/S |
|----------|----|-----|------|------|------|---|------|------|----|-----|-----|

## Migrant Status

|         |     |     |     |     |     |     |     |      |      |     |     |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 22.9 | 38.1 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

## English Proficiency

|                            |    |     |      |      |      |   |      |      |      |     |     |
|----------------------------|----|-----|------|------|------|---|------|------|------|-----|-----|
| Limited English Proficient | 32 | 100 | 39.3 | 28.6 | 32.1 | 0 | 39.3 | 28.8 | 36.9 | I/S | I/S |
|----------------------------|----|-----|------|------|------|---|------|------|------|-----|-----|

## Socio-Economic Status

|                |    |     |      |      |      |   |      |      |    |    |     |
|----------------|----|-----|------|------|------|---|------|------|----|----|-----|
| Subsided meals | 96 | 100 | 31.8 | 42.4 | 25.9 | 0 | 35.3 | 24.8 | 34 | No | Yes |
|----------------|----|-----|------|------|------|---|------|------|----|----|-----|

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

|              |     |     |      |      |      |      |      |      |      |     |     |
|--------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 178 | 100 | 15.2 | 41.5 | 23.8 | 19.5 | 51.8 | 39.1 | 45.8 | Yes | Yes |
|--------------|-----|-----|------|------|------|------|------|------|------|-----|-----|

## Gender

|      |    |     |    |      |      |    |      |      |      |     |     |
|------|----|-----|----|------|------|----|------|------|------|-----|-----|
| Male | 95 | 100 | 17 | 36.4 | 21.6 | 25 | 55.7 | 37.5 | 45.6 | N/A | N/A |
|------|----|-----|----|------|------|----|------|------|------|-----|-----|

|        |    |     |      |      |      |      |      |      |      |     |     |
|--------|----|-----|------|------|------|------|------|------|------|-----|-----|
| Female | 83 | 100 | 13.2 | 47.4 | 26.3 | 13.2 | 47.4 | 40.8 | 45.9 | N/A | N/A |
|--------|----|-----|------|------|------|------|------|------|------|-----|-----|

## Racial/Ethnic Group

|       |     |     |     |      |      |      |      |    |    |     |     |
|-------|-----|-----|-----|------|------|------|------|----|----|-----|-----|
| White | 101 | 100 | 7.1 | 35.7 | 28.6 | 28.6 | 66.3 | 55 | 59 | Yes | Yes |
|-------|-----|-----|-----|------|------|------|------|----|----|-----|-----|

|                  |    |     |      |      |      |     |      |    |      |     |     |
|------------------|----|-----|------|------|------|-----|------|----|------|-----|-----|
| African American | 42 | 100 | 26.3 | 57.9 | 13.2 | 2.6 | 23.7 | 21 | 26.9 | I/S | Yes |
|------------------|----|-----|------|------|------|-----|------|----|------|-----|-----|

|                        |     |     |     |     |     |     |     |     |      |     |     |
|------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 71.3 | I/S | I/S |
|------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|

|          |    |     |      |      |      |      |      |      |      |     |     |
|----------|----|-----|------|------|------|------|------|------|------|-----|-----|
| Hispanic | 35 | 100 | 28.6 | 39.3 | 21.4 | 10.7 | 39.3 | 33.6 | 38.1 | I/S | I/S |
|----------|----|-----|------|------|------|------|------|------|------|-----|-----|

|                         |     |     |     |     |     |     |     |     |      |     |     |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|

## Disability Status

|          |    |     |      |      |     |      |      |      |      |     |     |
|----------|----|-----|------|------|-----|------|------|------|------|-----|-----|
| Disabled | 22 | 100 | 15.8 | 63.2 | 5.3 | 15.8 | 36.8 | 13.9 | 17.1 | I/S | I/S |
|----------|----|-----|------|------|-----|------|------|------|------|-----|-----|

## Migrant Status

|         |     |     |     |     |     |     |     |    |      |     |     |
|---------|-----|-----|-----|-----|-----|-----|-----|----|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 20 | 32.5 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|----|------|-----|-----|

## English Proficiency

|                            |    |     |      |      |      |      |      |      |      |     |     |
|----------------------------|----|-----|------|------|------|------|------|------|------|-----|-----|
| Limited English Proficient | 32 | 100 | 28.6 | 39.3 | 21.4 | 10.7 | 39.3 | 32.1 | 38.7 | I/S | I/S |
|----------------------------|----|-----|------|------|------|------|------|------|------|-----|-----|

## Socio-Economic Status

|                |    |     |      |      |      |     |      |      |      |     |     |
|----------------|----|-----|------|------|------|-----|------|------|------|-----|-----|
| Subsided meals | 96 | 100 | 24.7 | 49.4 | 16.5 | 9.4 | 35.3 | 26.2 | 31.4 | Yes | Yes |
|----------------|----|-----|------|------|------|-----|------|------|------|-----|-----|

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

**PACT Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

**Science**

|                              |     |     |      |      |      |      |      |      |      |      |      |
|------------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students                 | 122 | 100 | 26.1 | 30.6 | 21.6 | 21.6 | 43.2 | 30.2 | 35.7 | 96.4 | 95.9 |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |      |      |
| Male                         | 67  | 100 | 25   | 28.3 | 20   | 26.7 | 46.7 | 30.6 | 37.4 | 96.3 | 95.7 |
| Female                       | 55  | 100 | 27.5 | 33.3 | 23.5 | 15.7 | 39.2 | 29.6 | 33.8 | 96.5 | 96.2 |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |      |      |
| White                        | 74  | 100 | 16.4 | 24.7 | 30.1 | 28.8 | 58.9 | 45.2 | 49.2 | 96.6 | 96   |
| African American             | 29  | 100 | 53.8 | 42.3 | 0    | 3.8  | 3.8  | 12.9 | 17   | 95.9 | 95.9 |
| Asian/Pacific Islander       | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 58   | N/A  | 95.5 |
| Hispanic                     | 19  | 100 | 25   | 41.7 | 16.7 | 16.7 | 33.3 | 26.2 | 24.9 | 96.4 | 95.8 |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 37.4 | N/A  | 96.6 |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |      |      |
| Disabled                     | 17  | 100 | 42.9 | 28.6 | 14.3 | 14.3 | 28.6 | 8    | 14   | 95.7 | 94.8 |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |      |      |      |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 10   | 21.9 | 97.7 | 96.1 |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |      |      |      |
| Limited English Proficient   | 16  | 100 | 25   | 41.7 | 16.7 | 16.7 | 33.3 | 24.8 | 24.4 | 96.6 | 96.1 |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |      |      |      |
| Subsided meals               | 64  | 100 | 44.4 | 35.2 | 7.4  | 13   | 20.4 | 17.4 | 21.1 | 95.6 | 95.4 |

**Social Studies**

|                              |     |     |      |      |      |      |      |      |      |      |      |
|------------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students                 | 123 | 100 | 27.8 | 33.9 | 23.5 | 14.8 | 38.3 | 24.2 | 34   | 96.4 | 95.9 |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |      |      |
| Male                         | 63  | 100 | 27.1 | 25.4 | 25.4 | 22   | 47.5 | 25.1 | 36.6 | 96.3 | 95.7 |
| Female                       | 60  | 100 | 28.6 | 42.9 | 21.4 | 7.1  | 28.6 | 23.4 | 31.3 | 96.5 | 96.2 |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |      |      |
| White                        | 67  | 100 | 16.9 | 38.5 | 23.1 | 21.5 | 44.6 | 34.3 | 44.5 | 96.6 | 96   |
| African American             | 28  | 100 | 56   | 24   | 20   | 0    | 20   | 13.1 | 19.1 | 95.9 | 95.9 |
| Asian/Pacific Islander       | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 58.9 | N/A  | 95.5 |
| Hispanic                     | 28  | 100 | 28   | 32   | 28   | 12   | 40   | 21.1 | 27.5 | 96.4 | 95.8 |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 32.7 | N/A  | 96.6 |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |      |      |
| Disabled                     | 15  | 100 | 28.6 | 57.1 | 7.1  | 7.1  | 14.3 | 7.9  | 14.4 | 95.7 | 94.8 |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |      |      |      |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 8.3  | 22.6 | 97.7 | 96.1 |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |      |      |      |
| Limited English Proficient   | 27  | 100 | 28   | 32   | 28   | 12   | 40   | 18.3 | 27.3 | 96.6 | 96.1 |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |      |      |      |
| Subsided meals               | 67  | 100 | 41.9 | 30.6 | 21   | 6.5  | 27.4 | 14.6 | 21   | 95.6 | 95.4 |

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 68                            | 100      | 12.5          | 31.3    | 48.4         | 7.8        | 56.3                       |
|                       | 4     | 65                            | 100      | 34.5          | 43.6    | 21.8         | 0          | 21.8                       |
|                       | 5     | 57                            | 100      | 22.6          | 41.5    | 28.3         | 7.5        | 35.8                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 49                            | 100      | 10.9          | 28.3    | 50           | 10.9       | 60.9                       |
|                       | 4     | 67                            | 100      | 21            | 33.9    | 40.3         | 4.8        | 45.2                       |
|                       | 5     | 62                            | 100      | 28.6          | 37.5    | 33.9         | 0          | 33.9                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Mathematics           |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 68                            | 100      | 15.6          | 46.9    | 23.4         | 14.1       | 37.5                       |
|                       | 4     | 65                            | 100      | 20            | 40      | 18.2         | 21.8       | 40                         |
|                       | 5     | 57                            | 100      | 18.9          | 39.6    | 20.8         | 20.8       | 41.5                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 49                            | 100      | 10.9          | 58.7    | 15.2         | 15.2       | 30.4                       |
|                       | 4     | 67                            | 100      | 12.9          | 41.9    | 19.4         | 25.8       | 45.2                       |
|                       | 5     | 62                            | 100      | 21.4          | 26.8    | 35.7         | 16.1       | 51.8                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Science               |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 34                            | 100      | 33.3          | 36.4    | 21.2         | 9.1        | 30.3                       |
|                       | 4     | 65                            | 100      | 52.7          | 23.6    | 16.4         | 7.3        | 23.6                       |
|                       | 5     | 30                            | 100      | 29.6          | 29.6    | 22.2         | 18.5       | 40.7                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 24                            | 100      | 22.7          | 31.8    | 36.4         | 9.1        | 45.5                       |
|                       | 4     | 67                            | 100      | 22.6          | 32.3    | 19.4         | 25.8       | 45.2                       |
|                       | 5     | 31                            | 100      | 37            | 25.9    | 14.8         | 22.2       | 37                         |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Social Studies        |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 33                            | 100      | 22.6          | 41.9    | 22.6         | 12.9       | 35.5                       |
|                       | 4     | 65                            | 100      | 50.9          | 36.4    | 7.3          | 5.5        | 12.7                       |
|                       | 5     | 27                            | 100      | 34.6          | 26.9    | 11.5         | 26.9       | 38.5                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 25                            | 100      | 33.3          | 54.2    | 12.5         | 0          | 12.5                       |
|                       | 4     | 67                            | 100      | 27.4          | 33.9    | 21           | 17.7       | 38.7                       |
|                       | 5     | 31                            | 100      | 24.1          | 17.2    | 37.9         | 20.7       | 58.6                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |

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N/A–Not Applicable

N/AV–Not Available

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